

6 + 1 Beginning Writer's Rubric

Ideas	Experimenting-1	Emerging-2	Developing-3	Capable-4	Experienced-5
	<ul style="list-style-type: none"> • Uses scribbles for writing • Dictates labels or story • Shapes that look like letters • Writes letters randomly 	<ul style="list-style-type: none"> • Some recognizable words • Labels pictures • Uses drawings that show detail • Pictures supported by some words 	<ul style="list-style-type: none"> • Attempts story or to make a point • Illustration supports the writing • Meaning of general idea recognizable • Some ideas clear but still fuzzy 	<ul style="list-style-type: none"> • Writing tells a story or makes a point • Illustration (if present) enhances the writing • Idea is generally on topic • Details present but not developed (lists) 	<ul style="list-style-type: none"> • Presents a fresh/original idea • Topic is narrowed and focused • Uses interesting, important details for support • Writer understands topic well
Organization	<ul style="list-style-type: none"> • Ability to order or group not yet present • No sense of beginning or end • Connections between ideas are confusing 	<ul style="list-style-type: none"> • No title (if requested) • Experiments with beginnings • Begins to group like words/pictures • Transitions or evidence of sequencing are haphazard 	<ul style="list-style-type: none"> • A title is present if requested • Limited transitions • Beginning but no ending except "The End" • Attempts at sequencing and transitions 	<ul style="list-style-type: none"> • An appropriate title is present if requested • Attempts transitions from sentence to sentence • Beginning works well and attempts an ending • Local sequencing • Key ideas begin to surface 	<ul style="list-style-type: none"> • An original title is present if requested • Transitions connect main idea • The opening attracts • An effective ending is tried • Easy to follow • Important ideas stand out
Voice	<ul style="list-style-type: none"> • Shows little awareness of audience • Unclear response to task • Awareness of audience not present 	<ul style="list-style-type: none"> • Hints of voice present in words and phrases • Looks different from most others • Energy/mood is present • Treatment of topic predictable • Audience is fuzzy-could be anybody anywhere 	<ul style="list-style-type: none"> • Expresses some predictable feelings • Moments of individual sparkle, but then hides • Repetition of familiar ideas reduces energy • Awareness that the writing will be read by someone else • Reader has limited connection to writer 	<ul style="list-style-type: none"> • Writing is individual and expressive • Individual perspective becomes evident • Personal treatment of a standard topic • Writes to convey a story or idea to the reader • Attempts non-standard point of view 	<ul style="list-style-type: none"> • Uses text to elicit a variety of emotions • Takes some risks to say more than what is expected • Point of view is evident • Writes with a clear sense of audience • Cares deeply about a topic
Word Choice	<ul style="list-style-type: none"> • Writes letters in strings • Imitates word patterns • Pictures stand for words and phrases • Copies environmental print 	<ul style="list-style-type: none"> • Recognizable words • Environmental words used correctly • Attempts at phrases • Functional language 	<ul style="list-style-type: none"> • General or ordinary words • Attempts new words but they don't always fit • Settle for the word or phrase that 'will do' • Big words used only to impress reader • Replies on slang, clichés, or repetition 	<ul style="list-style-type: none"> • Uses favorite words correctly • Experiments with new and different words with some success • Tries to choose words for specificity • Attempts to use descriptive words to create images 	<ul style="list-style-type: none"> • Everyday words used well • Precise, accurate, fresh, original words • Creates vivid images in a natural way • Avoids repetition, clichés or vague language
Sentence Fluency	<ul style="list-style-type: none"> • Mimics letters and words across the page • Words stand alone • Patterns for sentences not in evidence • Sentence sense not yet present 	<ul style="list-style-type: none"> • Strings words together into phrases • Attempts simple sentences • Short, repetitive sentence patterns • Dialogue present but not understandable 	<ul style="list-style-type: none"> • Uses simple sentences • Sentences tend to begin in the same patterns • Experiments with other sentence patterns • Reader may have reread to follow the meaning • Dialogue present but needs interpretation 	<ul style="list-style-type: none"> • Simple and compound sentences present and effective • Attempts complex sentences • Not all sentences begin in the same • Sections of writing have rhythm and flow 	<ul style="list-style-type: none"> • Consistently uses sentence variety • Sentence structure is correct and creative • Variety of sentence beginnings • Natural rhythm, cadence and flow • Sentences have texture which clarify the important idea
Conventions	<ul style="list-style-type: none"> • Writes letter strings • Attempts to create standard letters • Attempts spacing of words, letters, symbols or pictures • Attempts to write left to right • Attempts to write topdown • Punctuation, capitalization etc. not making sense yet • Student interpretation needed to understand text/pictures 	<ul style="list-style-type: none"> • Attempts semi-phonetic spelling • Uses mixed upper and lower case letters • Uses spaces between letters and words • Consistently writes left to right • Consistently makes effective use of top to bottom spacing • Random punctuation • Nonstandard grammar is common 	<ul style="list-style-type: none"> • Uses phonetic spelling on personal words • Spelling of high frequency words still spotty • Uses capitals at the beginning of sentences • Usually uses end punctuation correctly (!?) • Experiments with other punctuation • Long paper may be written as one paragraph • Attempts standard grammar 	<ul style="list-style-type: none"> • Transitional spelling on less frequent words • Spelling of high frequency words usually correct • Capitals at the beginning of sentences and variable use on proper nouns • End punctuation is correct and other punctuation is attempted (commas) • Paragraphing variable but present • Non/pronoun agreement, verb tenses, subject/verb agreement 	<ul style="list-style-type: none"> • High frequency words are spelled correctly and very close on other words • Capitals used for obvious proper nouns as well as sentence beginnings • Basic punctuation is used correctly and/or creatively • Indents consistently to show paragraphs • Shows control over standard grammar